

## Criteria for Peer Editing the Microteach 2 Lesson Plan

Review each other's lesson plans, providing feedback in the following areas:

1. Is the unit title specified?
2. Has the lesson title been indicated?
3. Is the title of the lesson a subcategory of the title of the unit? (For example, if the unit title is "The Solar System," a lesson title might be "Saturn.")
4. Does the estimated time reflect ONE class period?
5. Is at least one standard (Next Generation Sunshine State or Core Curriculum Standard) included?
6. Does the standard include both the alphanumeric code and description? (e.g., SS.912.P.1.2: Describe the emergence of psychology as a scientific discipline.)
7. Does the learning goal include all three components: learner, observable student behavior, and criterion? Is it clearly written?
8. Is the essential/guiding question a higher-level thinking question written in student-friendly language? It could conceivably span more than one lesson.
9. Does the content section include only an outline or list of the lesson content? It should NOT be an abbreviated version of the procedures. The content section should answer the question, "WHAT are you teaching in this lesson?"
10. Is key vocabulary included?
11. **As you read through the entire procedures section, keep this in mind: Let's pretend you are a substitute teacher and were to follow this plan. When reading the procedures, would you be able to easily implement this lesson or are some parts of the procedures unclear?** If there are some unclear parts, how might they be clarified?
12. Are there at least three divergent questions? Are these labeled or highlighted in some way?
13. Are there at least three convergent questions? Are these labeled or highlighted in some way?
14. Does the lesson plan include at least one labeled ESOL strategy? Is the ESOL strategy identified in bold, capital letters as follows: **(ESOL STRATEGY: USE OF VISUALS)?**
15. **NOT REQUIRED:** If another content area is addressed in the lesson, is it identified as follows? **(INTERDISCIPLINARY PLANNING: MUSIC)**
16. Does the way you are closing the lesson truly help your students process the information they learned in the lesson? It should require them to be actively involved in the review of the material.
17. Does the Assessment/Evaluation match the learning goal? That is, will it truly measure the attainment of the learning goal or will it measure some other skill? Recommendation: Copy the learning goal from the beginning of the lesson plan and copy it to the Assessment part of the lesson plan.
18. Are ALL of the instructional materials and equipment – for the entire lesson – listed in the Materials/Resources section?
19. If sources (textbooks, internet sites, etc.) were used in the planning of this lesson, are they listed in the References section?

**After the entire lesson plan has been analyzed, address the following two questions:**

20. After reading over the procedures, refer back to the standard (NGSS or CCSS). Do the activities in the procedures truly address the standard? All activities should give the students the opportunity to attain the standard.
21. Review the Procedures section again. The directions should be commands to you, the teacher. As such, there should be no statements including "I" or "The teacher." The directions should read: "Show the students...." "Explain to the students...." If the Procedures section includes "I" or "The teacher," revise the directions so that they reflect commands to you.
22. Is this lesson something other than a direct teach?